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ABSTRACT

The purpose of this needs assessment study was to determine the public's perception of educational needs in 4 Tennessee county school systems. A task force composed of personnel from the 4 counties, representatives of the Clinch-Powell Educational Cooperative, and a representative of the University of Tennessee developed and administered 2 survey instruments to 5 specific groups within the 4 counties. The 5 groups in the sample were certified school employees, noncertified school employees, other adults, elected officials, and students. An analysis of the data revealed that needs were identified differently by different groups and that there was no general consensus. Significant results were that noncertified school employees generally tended to assign high ranks to the items ranked high by certified school personnel but that certified school personnel and students were in almost complete disagreement on the priority of needs within their own counties. (PS)

ED 068220

PERCEPTIONS OF EDUCATIONAL NEEDS

IN CAMPBELL, CLAIBORNE, HANCOCK AND UNION COUNTIES

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Needs Assessment Final Report

to the

Clinch-Powell Educational Cooperative

Board of Directors

by

Task Force on Needs Assessment

Harrogate, Tennessee

April, 1972

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EDUCATION & WELFARE
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TASK FORCE ON NEEDS ASSESSMENT

Jeffrey L. Lorentz, Task Force Director	Clinch-Powell Educationa Cooperative
John R. Ray, Special Consultant	University of Tennessee
E. Glenn Morton	Campbell County
Betty Sue Pearman	Claiborne County
Ann Whitaker	Claiborne County
W. C. Collins	Hancock County
Lucille, Reed	Hancock County
Patricia McKelvey	Union County
Allena Sharpe	Union County

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*PERCPETIONS OF EDUCATIONAL NEEDS IN CAMPBELL, CLAIBORNE, HANCOCK AND UNION COUNTIES. Lorentz, Jeffrey L., and Others. Clinch-Powell Educational Cooperative, Harrogate, Tennessee, 1972. 26 pp.

A needs assessment study was undertaken by the Campbell, Claiborne, Hancock and Union County, Tennessee School Systems during 1971-72 to determine the public's perception of educational needs.

A task force, formed by personnel from the four counties and assisted by representatives of Clinch-Powell Educational Cooperative and the University of Tennessee, developed and administered two survey type instruments to five specific groups within the four counties.

An analysis of the data revealed that needs were identified differently by different groups; that there was no general concensus. Response to a mail-out survey within the four counties was very poor and the data were consequently considered unreliable for groups other than Certified School Employees and Students.

THE PROCEDURE

Introduction

One evidence that a school system meets its responsibility for the day-to-day job of providing an education for its children is seen when that system faces its problems and seeks solutions to them instead of searching for excuses. Four upper East Tennessee School Systems - Campbell, Claiborne, Hancock and Union Counties - have elected to meet their responsibilities cooperatively through the Clinch-Powell Educational Cooperative. A voluntary organization, formed and sponsored by the four school systems, Clinch-Powell functions as an arm of the school districts and has been charged with the job of facilitating solutions to problems which are characteristic of the geographic and social setting from which the four counties draw their student population.

Some of the problems prevalent in rural Appalachian schools include a lack of economic support for other than traditional programs (despite high effective tax rates, the per pupil expenditure in the four counties in below Tennessee's average and well below the national average of $800) and a relatively poor and isolated population. Ther terrain and relative isolation make program development difficult and the effort is further hindered by an accute lack of trained personnel and available facilities and resources.

One of the main functions of the Clinch-Powell Educational Cooperative is to foster an atmosphere in which the participating school systems are encourages and assisted in the process of (a) monitoring the environment, (b) assessment of their needs, (c) identification of alternative solutions, (d) implementation of a selected alternative, and (e) monitoring the results. All the steps im this process are essential, but needs assessment is basic to the others and a necessary first step.

Educational needs assessment is simply an identification and examination of what is lacking in terms of education and/or services along with an analysis of the public's perception of these needs.

A well done needs assessment provides the following: (a) information to the school systems upon which they can base sound educational decisions; (b) information to Clinch-Powell which will help in determing goals and objectives; (c) information to local citizens groups (Chambers of Commerce, etc.) and other agencies which can be utilized in conjunction with other types of data for planning purposes; and finally, (d) a model to other cooperatives and educational agencies for their own needs assessment.

The needs assessment model (illustrated in Figure 1 on the following page) assumes that there is, or may be, a discrepancy, or variance, between what the public wants from its schools (intended learning outcomes) and what it gets (actual learning outcomes). Needs assessment, then, focuses on this discrepancy. A total needs assessment program would consist of these components: (a) Determination of Intended Learning Outcomes (ILO), (b) an assessment of Actual Learning Outcomes (ALO) based on ILO, and (c) an analysis of the difference, to provide the discrepancy.

Such a program involves the development of an instrument or instruments to determine ILO and ALO, the analysis of the data and the synthesis of a discrepancy model.

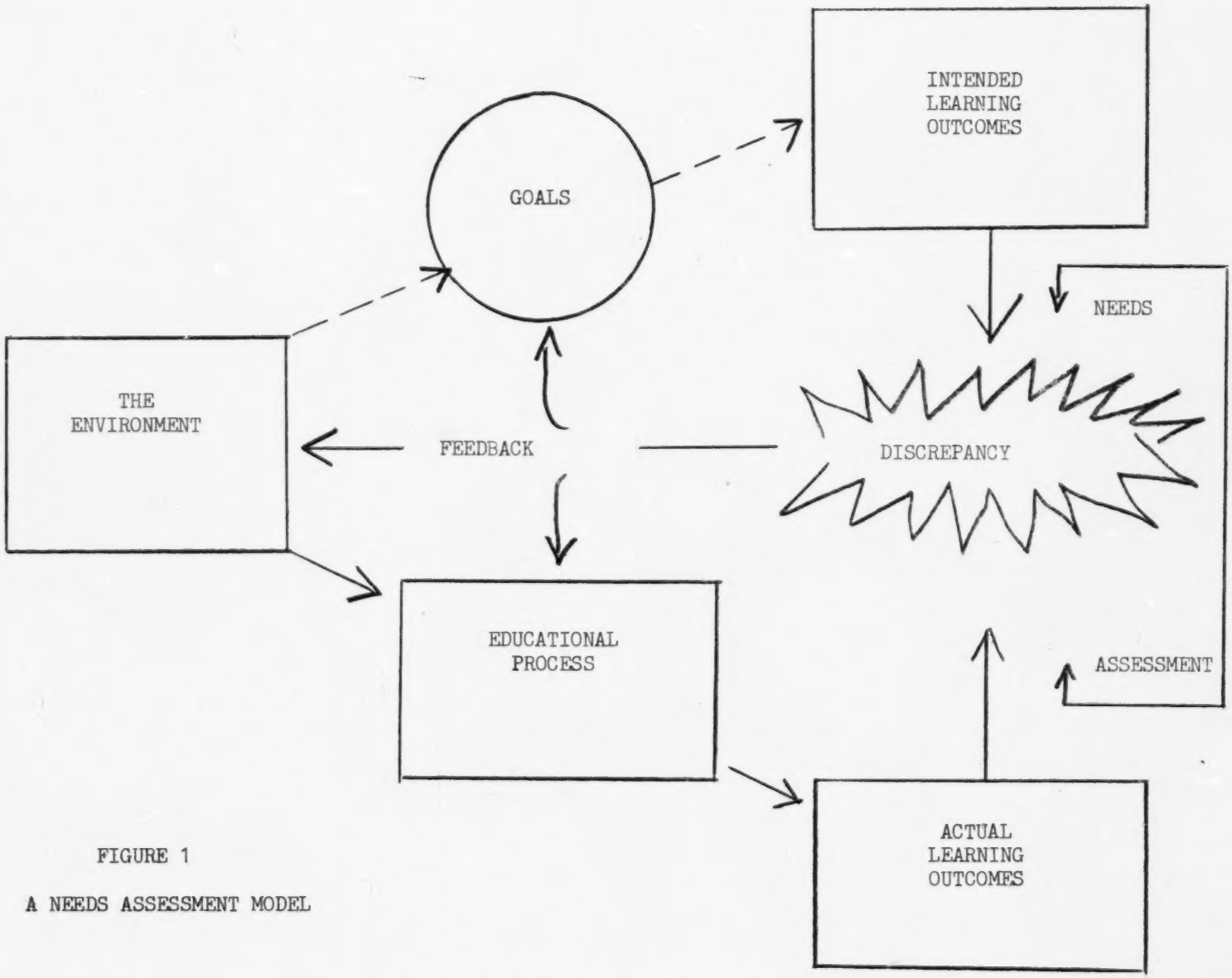

FIGURE 1

A NEEDS ASSESSMENT MODEL

Although a comprehensive needs assessment would include data related to actual needs as well as intended needs, the present report concerns itself only with perceived needs so as not to obscure the findings. Other recent surveys [1, 2] as well as government publications [3, 4] provide, in great detail, the present status of education in the Clinch-Powell area.

This report discusses the Needs Assessment conducted by Clinch-Powell during the year 1971-72. The study was conducted in three phases: (1) The development of a working model and a preliminary survey instrument, (2) the analysis of the preliminary data and development of a refined survey instrument, and (3) the analysis of the final data.

The report is divided into two sections and an Appendix. The first section presents the study procedure. The second section presents the findings and conclusions. The Appendix contains tables as well as copies of the instruments used.

Phase I

The member school systems, assisted by Clinch-Powell and The University

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[1]Charles M. Temple, A Study of The Vocational Needs of Hancock County (Knoxville: The University of Tennessee, 1971). Similar studies were conducted in Claiborne and Union Counties.

[2]Joy Trapp, Elementary and Secondary Education in The East Tennessee Development District (Knoxville: East Tennessee Development District, 1970).

[3]The University of Tennessee Center for Business and Economic Research, Tennessee Statistical Abstract 1971, 2nd Edition (Knoxville: The University of Tennessee, 1971).

[4]Tennessee State Board for Vocational Education, Tennessee State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968, part II (Nashville: Tennessee State Board for Vocational Education, 1970).

of Tennessee, instituted a needs assessment program in the four counties during the late fall, 1971. The intent of the study was to determine the priority educational needs of the area as perceived by the residents. Needs assessment, it was felt, would provide useful information to member systems upon which sound educational decisions could be based, and also to Clinch-Powell which would help in determining goals and objectives.

A review of the literature revealed that some work has been done in this area [5,6,7], and that some is currently underway.[8] While these studies provided some inputs to the present study, their scope and limitations provided sufficient justification to warrant a fresh approach.

A study group of teachers and administrators from each of the four counties was formed to undertake the task. This team was assisted by a representative from Clinch-Powell and a faculty member from the College of Education of the University of Tennessee.

The group decided to sample school employees (certified and non-certified), and elected officials, other adults (parents and non-parents), and students (elementary and sceondary) within the four counties. Data were gathered in

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[5]Paul P. Preising, A Survey of the Educational Needs of Santa Clara County. ED 018 509. (San Jose, California: Supplementary Education Center, 1970.)

[6]Leroy C. Ferguson, How State Legislators View the Problem of School Needs. ED 002 895. (East Lansing, Michigan: Michigan State University, 1960.)

[7]Donald Kase, Curricular Needs of North Bay Schools, A Study of Opinions Concerning Curricular Needs in the North Bay Counties of Marin, Napa, Conoma, and Solano. ED 017 685. (Napa, California: North Bay PACE Center, 1967.)

[8]According to recent correspondence with the Assistant State Superintendent in Research, Evaluation, and Information Systems, the Maryland State Department of Education is presently in the midst of a Needs Assessment Study.

this manner:

A large sample of students in grade six, nine, eleven and twelve were given copies of an instrument developed by the study team, see Appendix II for a copy of this instrument) which asked for reactions to three statements:

1. In your opinion, school should be these things...
2. In your opinion, school should have these things...
3. After leaving school or graduating, an individual should be able to...

The same instrument was given to a majority of school employees and to some elected officials by the study group. In addition, a sample of adults was selected by asking students who responded to the instrument to take copies to their home as well as to the family living on either side of them. While this did not provide a random sample, the method used gave a wide urban-rural distribution, as well as a wide socio-economic distribution.

Each respondent was assured anonymity since he was asked not to sign his name but rather only to check his status (i.e., adult, student, etc.). To provide community identity the county name was printed at the top of the survey form (and sheets were color-coded by county to aid in analysis). Questions were separated by space sufficient to insure adequate response.

Since the responses were unstructured and in narrative format, they did not lend themselves to quantification. After the responses were analyzed by the study group, (Table 1 shows the number of preliminary survey forms returned) a series of 18 distinct items emerged from the multiple groups within the counties. These items were (not necessarily in order of greatest priority):

1. Provide better trained teachers. Respondents generally specified younger or better teachers; those who were more competent and more understanding (who could "inspire rather than enforce"); and who accept responsibility and are dedicated.

2. Improve or establish lunch programs in all schools. In general, students appeared especially concerned with this item and indicated a desire for better lunches, a more varied menu, vending machines, and alternatives to school cafeterias for meals.

3. Improved physical education, playground, and recreational facilities at each school site. The needs identified included a greater variety of sports and intermurals, student lounges, a wider range of leisure-time activities, and more and better gym and playground equipment.

4. Provide more supplies and instructional materials for students and staff. Both students and teachers specified the need for better libraries; adequate supplies, materials and equipment (including audiovisual equipment; and more and better textbooks.)

5. Fewer pupils per classroom. Along with the need for a lower pupil-teacher ratio the respondents indicated a desire for more classrooms and individualized instruction.

6. Improved sanitary conditions in school buildings. Students were particularly emphatic about the need for cleaner rest-rooms with soap and water furnished, and cleaner classrooms.

7. Provide instructional area specialists as the elementary and secondary level.

8. Group pupils according to ability. Also, respondents were concerned with having different graduation requirements and non-graded schools.

9. Provide programs for students with special needs. These include special education, drug education, sex education and guidance programs.

10. Improve motivation (desire) of pupils to learn. A number of respondents felt the need for teachers with psychological trainging.

11. Expand academic and/or college preparatory programs. a large variety of course and subject areas were mentioned, including basic skills, music, art, foreign languages, college preparation, and field trips.

12. Expand vocational and/or technical programs. Respondents were almost unanimous in stating that job preparation was a function of the school; a number also suggested different such as a two-year vocational diploma.

13. Provide a wider choice of subjects. Students especially were interested in being able to choose from a longer list which included the subjects covered under 11 & 12 above.

14. Help pupils learn civic responsibility. Respondents generally felt that schools should help students learn to participate in civic and community affairs and adjust to the world of society. A number felt this could be done through student council and clubs.

15 Help pupils improve social behavior in areas of manners, discipline, etc.; respondents perceived a need for a dress code, more rules (generally teachers and parents), fewer rules (general students), no double standard, more discipline and the teaching of honesty and respect. A Large number of parents (and some teachers and students) called for the return of prayer and Bible reading.

16. Provide chances for pupils to accept the responsibility of increased individual freedom. A large number of students asked for treatment as adults, student voice in school administration and freedom to use free time away for school

17. Provide or expand adult education opportunities.

18. Provide or expand pre-school education programs.

These eighteen items provide the county school administrators with a good idea of how their constituants perceive the needs of their school. While these data are helpful to administrators in determining future plans and policies, the task force was not satisfied that their work was done.

Phase II

Based on the above items, a structured questionnaire or survey form was developed (see appendix II) which would allow respondents to prioritize or rank the items to determine the most serious needs.

The groups decided again to sample school employees (certified and non-certified), elected officials, other adults, and students.

A large sample of students in grades ten and twelve were given a copy of the new (structured) instrument which asked them to assume they were in charge of a program to improve education in their county and to rank the ten most important items from the list of eighteen. The same instrument was given to majority of the school

employees (certified and non-certified).

The structured survey instrument, along with an explanatory cover letter. (see appendix II) and a postage-free return envelope were mailed to all elected officials to a ten percent sample of residences listed in current telephone directories. (Table I presents the number of surveys mailed and the number returned.)

Again, respondents were assured anonymity since they were asked only to check their status (i. e., student, adult, etc.) and their home county. The survey forms were coded to facilitate computer analysis by the University of Tennessee Computing Center.

After the 1,486 useable survey forms had been coded, tallies were made of the ranks assigned to each of the 18 items and the response "other" by each group (e. g., the number of adults ranking items 5 as "most important" or "1," were counted, etc.). This produced a 19 x 10 matrix for each of the 20 respondent groups. Next it was decided to establish a weighted rank for each item based on the frequency of response and the rank of that item. (e. g., if item 5 received 10 responses ranking it as a "2" by claiborne teachers, then the weighted rank of that item was 20). The ten weighted ranks for each item were then summed to produce a weighted total for that item. This produced 19 weighted totals per respondent group. The 19 weighted totals became the basis for the final ordering of the 19 items for each group. (See tables 2-6.)

The groups were inter correlated using the Pearson Product Moment Correlation Technique.[9] This produced a set of correlations for study (i. e. Campbell County adults vs. Claiborne County adults, Hancock County students vs. Union student, etc.) The correlation Matrix is presented in Table 7.

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[9] BMD03D. Correlation with Item Deletion, Revised Spetember 18, 1969. Health Sciences Computing Facility, UCLA.

THE FINDINGS

A large proportion of both students and school employees responded to the second survey (perhaps because they were a "captive" population); a disturbingly small number of elected officials and other adults responded. In many cases, the number of responses among the latter groups should be considered insignificant. Therefore, the responses by certified school employees, non-certified school employees, and students, may be considered to be representative; the responses by other adults and elected officials, while interesting, should not be assigned a high level of confidence in their interpretation.

Generally, certified school employees (CSE) among the four counties saw similar needs.

Likewise, students (S) among the four counties perceived similar needs. CSE generally agreed with non-certified school employees (NCSE), other adults, (OA) and elected officials (EO) within their own counties (with the exception of CSE and EO in Hancock County); but CSE and S were in almost complete disagreement on the priority of needs within their own counties. In fact, CSE in each county in almost every case agreed more strongly with NCSE, OA, and EO in <u>other</u> counties on the priority of needs, than they did with their own students! While students agreed with other students, there was little agreement among S and the four other groups within their own counties.

Although there was considerable disagreement in some cases among EO (e.g., Campbell and Hancock Counties), the sample was small enough to call these results into question.

A major finding of the second survey was that there was no clearly

identified need or needs. Rather, the various groups tended to identify clusters of needs and these clusters tended to vary according to the group. The responses of the two largest groups (CSE and S) are reported in Tables 2 and 6 and discussed below. The responses of the other three groups, due to the small samples involved are simply reported in Tables 3, 4, and 5, but are not discussed.

Certified School Employees (CSE). Item 5 (fewer pupils per classroom), Item 9 (provide programs for pupils with special needs), and Item 10 (improve motivation/desire of pupils to learn) were ranked among the top four by CSE in all four counties. Item 15 (help pupils improve social behavior in areas of manners, discipline, etc.), Item 8 (group pupils according to ability), and Item 12 (expand vocational and/or technical programs) were among the top eight ranked by CSE. None of these (with one exception) were ranked among the top three by Students (S). Non-certified School Employees (NCSE) generally, with one or two major exceptions, tended to assign high ranks to the items ranked high by CSE.

Item 2 (improve or establish lunch programs in all schools), Item 17 (provide or expand adult education opportunities), and Item 19 (other) were ranked among the bottom four by CSE in all counties. Item 18 (provide or expand pre-school education programs) was also ranked among the bottom four by CSE in three counties.

Students (S). Item 13 (provide a wider choice of subjects) was the first or second choice of S while CSE did not include it in their top nine. Item 6 (improve sanitary conditions in school buildings) was ranked among the top three by S and below the top eight by CSE. Item 2, ranked among the lowest by CSE was in the S top five. Item 4 (provide more supplies and instructional materials for students and staff) was also among the top 5

ranked by S.

S ranked Item 19 at the bottom, followed by Item 18 and Item 7 (provide instructional area specialists at the elementary and secondary level).

Other Adults (OA), Elected Officials (EO), and NCSE. Generally, items ranked high by CSE were also given high rankings by these three groups. There were major exceptions however. One must take care in interpreting these data due to the smallness of the samples of OA, EO, and NCSE. While the data do show trends, no clear-cut needs were identified by all groups.

CONCLUSION

A needs assessment study was undertaken by the Campbell, Claiborne, Hancock and Union County School Systems during 1971-72 to determine the public's perception of educational needs.

A task force, formed by personnel from the four counties and assisted by representatives of Clinch-Powell Educational Cooperative and the University of Tennessee, developed and administered two survey type instruments to five specific groups within the four counties.

An analysis of the data revealed that needs were identified differently by different groups; that there was no general concensus. Response to a mail-out survey within the four counties was very poor and the data were consequently considered unreliable for groups other than Certified School Employees and Students.

A serendipitous outcome of the needs assessment process was seen in the internalization and assimilation of the findings by the members of the study group. The survey could have been conducted entirely by outsiders. However, by involving local professionals at every stage of the process, the survey had greater relevance and the results were readily accepted at the local level.

The present document represents one-half of a complete needs assessment (i.e. the public's perception of intended learning outcomes). This study should be related to and used in conjunction with hard data pertinent to actual learning outcomes within the four counties.

APPENDIX I

TABLES

TABLE I

NUMBER OF INITIAL AND
MAIL-OUT SURVEYS

GROUP	INITIAL SURVEY RETURNED	SECOND SURVEYS MAILED-OUT	SECOND SURVEY RETURNED
CAMPBELL			
Certified	73		212
Non-certified			4
Other adults	54	518	23
Elected officials			4
Students	511		432
CLAIBORNE			
Certified	55		94
Non-certified	2		21
Other adults	105	422	27
Students	373		167
Elected officials			4
HANCOCK			
Certified	30		54
Non-certified	9		22
Other adults	32	117	6
Elected officials			3
Students	202		144
UNION			
Certified	67		60
Non-certified	6		24
Other adults	126	199	14
Elected officials			3
Students	372		168

TABLE 2

WEIGHTED
RANKING OF ITEMS BY
CERTIFIED SCHOOL EMPLOYEES (TEACHERS)

RANK	CAMPBELL N=212	CLAIBORNE N=94	HANCOCK N=54	UNION N=60
1	5	5	9	5
2	9	9	10	9
3	8	15	5	10
4	10	10	15	12
5	4	4	12	15
6	15	8	13	14
7	12	14	8	8
8	1	12	14	3
9	14	1	3	6
10	18	3	6	7
11	7	13	1	13
12	3	16	4	1
13	16	6	7	16
14	6	7	16	11
15	13	11	11	4
16	11	17	17	18
17	2	18	18	19
18	17	19	2	17
19	19	2	19	2

TABLE 3

WEIGHTED
RANKING OF ITEMS BY
NON-CERTIFIED SCHOOL EMPLOYEES

RANK	CAMPBELL N=4	CLAIBORNE N=21	HANCOCK N=22	UNION N=24
1	3	5	9	9
2	5	8	5	5
3	8	15	15	3
4	9	6	4	15
5	10	9	10	12
6	11	14	14	6
7	12	13	3	10
8	4	3	6	8
9	16	10	13	7
10	6	2	7	13
11	13	12	11	16
12	15	4	1	2
13	1	16	16	1
14	14	11	12	14
15	7	17	8	4
16	18	1	18	11
17	17	7	17	17
18	19	18	2	19
19	2	19	19	18

TABLE 4

WEIGHTED
RANKING OF ITEMS BY
OTHER ADULTS

RANK	CAMPBELL N=23	CLAIBORNE N=27	HANCOCK N=6	UNION N=14
1	10	5	15	5
2	5	10	9	1
3	9	6	10	3
4	11	14	1	8
5	13	15	8	12
6	15	9	12	9
7	8	12	13	6
8	12	1	14	10
9	14	3	5	4
10	7	4	6	11
11	4	8	4	13
12	3	13	11	15
13	6	11	3	14
14	2	2	7	17
15	16	7	2	7
16	19	18	16	2
17	18	17	17	16
18	17	16	18	18
19	1	19	19	19

TABLE 5

WEIGHTED
RANKING OF ITEMS BY
ELECTED OFFICIALS

RANK	CAMPBELL N=4	CLAIBORNE N=4	HANCOCK N=3	UNION N=3
1	5	12	3	5
2	1	9	17	9
3	12	5	15	12
4	18	10	9	1
5	8	4	16	18
6	9	15	14	4
7	4	3	12	13
8	10	11	6	10
9	19	1	2	11
10	16	14	13	8
11	2	6	1	6
12	11	2	11	14
13	15	18	10	17
14	7	17	7	7
15	6	8	4	3
16	3	7	8	15
17	14	13	5	2
18	17	16	18	16
19	13	19	19	19

TABLE 6

WEIGHTED
RANKING OF ITEMS BY
STUDENTS

RANK	CAMPBELL N=432	CLAIBORNE N=167	HANCOCK N=144	UNION N=168
1	13	6	13	12
2	6	13	6	13
3	4	2	4	6
4	5	4	2	9
5	2	16	3	2
6	10	9	16	4
7	9	8	9	3
8	12	10	12	8
9	16	1	15	10
10	11	3	10	5
11	8	5	1	15
12	3	15	11	11
13	1	12	8	16
14	15	11	14	14
15	14	14	17	1
16	17	17	5	17
17	7	7	18	7
18	18	18	7	18
19	19	19	19	19

TABLE 7
WEIGHTED SUMS
CORRELATION MATRIX

		CAMPBELL					CLAIBORNE					HANCOCK					UNION				
		c	n	o	e	s	c	n	o	e	s	c	n	o	e	s	c	n	o	e	s
C	c	1.00																			
A	n	.57	1.00																		
	o	.65	.49	1.00																	
	e	.66	.21	.14	1.00																
	s	.25	.42	.43	.01	1.00															
C	c	.96	.58	.68	.59	.33	1.00														
L	n	.66	.54	.57	.20	.47	.72	1.00													
	o	.58	.38	.43	.33	.41	.62	.59	1.00												
	e	.69	.52	.54	.46	.25	.70	.41	.63	1.00											
	s	.11	.31	.13	-.04	.89	.18	.42	.37	.09	1.00										
H	c	.75	.58	.76	.29	.45	.83	.70	.68	.68	.28	1.00									
A	n	.69	.52	.63	.12	.38	.77	.57	.61	.62	.30	.78	1.00								
	o	.62	.51	.67	.23	.33	.70	.62	.62	.62	.24	.87	.72	1.00							
	e	-.25	.16	-.19	-.44	.13	-.09	.17	.18	.11	.26	.18	.23	.15	1.00						
	s	-.05	.30	.10	-.27	.83	.04	.26	.24	.17	.87	.29	.31	.20	.48	1.00					
U	c	.82	.55	.72	.49	.24	.85	.68	.72	.71	.04	.86	.68	.67	.01	-.03	1.00				
N	n	.64	.71	.54	.25	.33	.68	.72	.63	.62	.28	.81	.67	.67	.75	.28	.82	1.00			
	o	.74	.72	.47	.57	.45	.76	.63	.71	.70	.30	.69	.53	.64	.04	.15	.77	.69	1.00		
	e	.69	.35	.46	.76	.35	.69	.24	.43	.68	.11	.55	.44	.43	-.27	.04	.62	.34	.70	1.00	
	s	.22	.44	.42	-.04	.86	.29	.48	.43	.44	.76	.56	.39	.42	.34	.84	.34	.53	.46	.35	1.00

c--Certified School Employees
n--Non-Certified School Employees
o--Other Adults
e--Elected Officials
s--Students

APPENDIX II

SURVEY INSTRUMENTS

(PRELIMINARY SURVEY)

EDUCATIONAL NEEDS - _____ COUNTY

We want you to tell us how you feel about the schools in your county by answering the questions below. Do not sign your name.

Check one:

___ Adult
___ Student
____ Grade

____ School Employee
____ Certified
____ Non-certified
____ Elected Official

1. In your opinion, schools should do these things:

2. In your opinion, schools should have these things:

3. After leaving school, or graduating, an individual should be able to:

(COVER LETTER)
(SECOND SURVEY)

CLINCH-POWELL EDUCATIONAL COOPERATIVE
Harrogate, Tennessee 37752
Phone (615) 869-3605

December 6, 1971

Dear Citizen:

Your school system is sponsoring an important study of the educational needs of your county. Clinch-Powell Educational Cooperative is helping with this study.

We have prepared the enclosed questionnaire so that you can help us in this important project. Your answers to this questionnaire will be held in strict confidence and will be used only to point out areas of needed improvement in the education our children receive.

Please complete the enclosed questionnaire and return it to us in the enclosed envelope which needs no postage. We would like to have your response by December 20.

Thank you for helping us with this important project.

Sincerely yours,

Thomas A. Gentry

Executive Director
Clinch-Powell Educational Cooperative

TAG:jjs

Enclosure

(SECOND SURVEY)
(FRONT)

CLINCH-POWELL EDUCATIONAL COOPERATIVE

NEEDS ASSESSMENT

Your Home County Is: (cc1)

____(1) Campbell

____(2) Claiborne

____(3) Hancock

____(4) Union

Check One: (cc2)

____(1) Certified School Employee

____(2) Non-certified School Employee

____(3) Other Adult

____(4) Elected Official

____(5) Student

____Grade (cc 3-4)

Assume you are in charge of a program to improve education in your home county. Rank the ten (10) most important items from the list on the reverse side. For example, if you believe item number 4 to be the most important problem needing solution in your county, place a 1 in the blank next to that sentence. In the same manner, if you believe item number 5 to be the third most important, place a 3 in the blank next to that sentence. Do the same with each item until you have ranked 10 items.

(over)

(SECOND SURVEY)
(BACK)

READ INSTRUCTIONS ON OTHER SIDE BEFORE RESPONDING

___(1) Provide better trained teachers. (cc 5)

___(2) Improve or establish lunch programs in all schools (cc 6)

___(3) Improve physical education, playground, and recreational facilities at each school site. (cc 7)

___(4) Provide more supplies and instructional materials for students and staff. (cc 8)

___(5) Fewer Pupils per classroom. (cc 9)

___(6) Improve sanitary conditions in school buildings. (cc 10)

___(7) Provide instructional area specialists at the elementary and secondary level. (cc 11)

___(8) Group pupils according to ability. (cc 12)

___(9) Provide programs for pupils with special needs. (cc 13)

___(10) Improve motivation (desire) of pupils to learn. (cc 14)

___(11) Expand academic and/or college preparatory programs. (cc 15)

___(12) Expand vocational and/or technical programs. (cc 16)

___(13) Provide a wider choice of subjects. (cc 17)

___(14) Help pupils learn civic responsibility. (cc 18)

___(15) Help pupils improve social behavior in areas of manners, discipline, etc. (cc 19)

___(16) Provide chances for pupils to accept the responsibility of increased individual freedom. (cc 20)

___(17) Provide or expand adult education opportunities. (cc 21)

___(18) Provide or expand pre-school education programs. (cc 22)

___(19) Other (please name) _____

_____ (cc 23)